



## **1. Overview**

The “Centre of Hope” (COH) site is located in Nyansha village, the first village west from Kasulu Town along the Kigoma Road. The school is to be jointly governed by a partnership of Amenity Charity Organisation (ANCO) and Tanzania Institute of Adult Education (TIAE). Collective Calling (CC) will be the driving force through Europe bringing volunteers, expertise, resources and funds to COH site.

COH will provide education, food, shelter, clothing, and basic personal needs to children and adolescents from Kasulu District up to the age of 18. The educational programme is aimed at those who have been locked out of the government school system because they were unable to complete primary school before the age of 12 due to poverty and/or other adverse conditions such as illness, homelessness, orphanage, social exclusion, or domestic violence. Candidates will be assessed according to their motivation and enthusiasm for education, academic and/or creative potential and temperament, as well as their means and personal situation.

## **2. Interpretation of Terms**

### **a) Open School**

Open learning shall mean an approach to learning that gives pupils flexibility and choice over what, when, at what pace, where, and how they learn. Open learning often includes aspects of e-learning. By “Open” will mean the learners have a choice. The kind of choice which is being referred to, include where to learn, what to learn, when to do learning and how to learn. Also, openness is to be referred to in respect of entry qualifications as well as age. With regard to this view, open schooling refers to face-to-face and distance learning as well as other forms of flexible learning. Learners’ autonomy shall be manifested in their capacities for making decisions on their own learning; learners shall choose their own learning objectives and conduct, construct and control much of their learning process.

### **b) Non-Formal education**

Non-formal education shall be referred to an organized learning activity outside the established formal education system that is intended to serve identifiable learning clientele and learning objectives. It is also meant to system in which content, admission criteria, staff, facilities and other system components are selected and/or adapted for a particular pupils, population or situation in order to maximize attainment of the learning outcomes.

### **c) Tanzania Institute of Adult Education**

The TIAE is a government entity which is responsible for designing, developing and implementing the quality of the continuing education and training programmes that enable citizens to acquire knowledge and skills required for sustainable development and dealing with global challenges.



It is a sole institution in Tanzania that has the mandate to register those who provide non-formal education particularly pre- vocation training, petty entrepreneurship education, complementary basic education in Tanzania and secondary education through Open and Distance Learning.

**d) Collective Calling non-profit NGO**

Collective Calling (CC) in collaboration with ANCO shall be defined as the Centre of Hope (COH) project manager and the owner of this education project. Resources at the COH will be allocated and utilized for authorization of CC & ANCO.

**3. Essential Construction Projects (Before opening the Centre)**

The following construction projects must all be completed before the school can open. They will be implemented one by one, as and when the funding becomes available to complete them.

**i) Wash Block**

The wash block will comprise a wet area and a dry change space separated by a dividing wall, as according to designs produced by the ANCO- after consultations with experts in September/October 2016.

**ii) Segregated Toilet Blocks**

New toilet facilities will be constructed closer to the dormitory building, offset to each side: one for girls, and one for boys. They will each consist of three cubicles, similar to the existing structure close by the classroom building.

**iii) Completion of Current Buildings**

The dormitory and classroom buildings still require plastering (copula & foundation), hung doors and fitted windows, and painting.

**iv) Kitchen/Canteen**

A semi-permanent structure to shelter from the rain will suffice to begin with, considering it is commonplace to cook and eat outside in the region.

**v) Water Systems**

The existing well will be covered to protect it from contamination and an electric pump will be installed. A guttering system will help to harvest rainwater, which will be stored for the time being in a 33,000L concrete water tank.

**vi) Solar Kit**

The centre will need electricity and the choice is solar power to provide night-time lighting in the dormitory building, theatres, kitchen, canteen and electricity for staff to charge laptops and mobile phones. Five solar panels with 100W each are to be installed at the centre and the panels are to be made a metal stand and connected



to other devices essential for conducting solar power.

#### **4. Short Term (1-2 years after opening)**

##### **Education Programme**

Initially, the COH will provide lodgings for 32 young people – 16 males and 16 females – who will be taught basic literacy and enrolled on the non-formal education programme the government has laid out as its access point to education for those who failed to complete primary school. Students will be grouped according to ability into two classes (one in each of the present classrooms), and there will be two teachers employed full time to lead them in their studies.

It is intended that additional volunteer teachers will be recruited to help the staff and broaden the knowledge base the students can access. These volunteers will primarily come from Kasulu District and Europe via CC outreach. They will be provided with food, transport, references and information assistance in furthering their own studies or careers, wherever possible. All the teachers will be able to make use of the office space located in the classroom building. English will be eased in as the classroom language so that students will graduate from their programmes with an additional, economically valuable language.

##### **Wellbeing**

Creativity will be strongly encouraged, and students will have sessions in drama, music, and arts, with an aim to boosting confidence and wellbeing and providing an expressive outlet. The young people who attend COH will have come from lives of hardship, and many of them will have experienced intense suffering, which negatively impacts their self-esteem and mental health. COH will support its students in overcoming their personal challenges through mentoring, care, and exploration of forms of expression and strengthening self-assurance.

##### **Living Space**

The students will reside in the present dormitory building, four per room, with girls and boys separated in different wings, and a matron will occupy the staff chamber at the centre of the building. It is envisaged that the side-entrances of the dormitory will be the usual entrances to the building for the students, to control the privacy of each group.

Boys and girls will use separate toilet facilities, and will use the wash block in same-sex shifts, while the other group completes daily duties supervised by the matron. This is also in order to protect the privacy of each group, which is especially important because of the severe oppression of women in the region and the normalcy with which violations of their rights are regarded.

Other facilities available to the students of COH will be the kitchen/canteen and basic sports ground that will be cleared by volunteers/students/staff using hand tools.



### **Amenities**

Water will be sourced from the existing well, which will be covered, as well as from a rainwater harvesting system and 33,000L water storage tank.

The solar panels will provide some electricity for night-time lighting and for staff to charge electronic devices.

### **Transport**

Nyansha village is located approximately 30 minutes by motorcycle, or 1 hour by bicycle, from Kasulu Town. Teachers will be provided with COH bicycles on which to cycle to school, and there will be a contract with a “bodaboda” (a motorcycle taxi) in place to transport staff, guests, and volunteers to the school.

### **Security**

A full-time security guard will be employed to protect the property from dusk to dawn, and proper locks will be used to secure the facilities – especially the store rooms and the bicycles provided to teaching staff. Because of its remote location in the mango forest far from the town, it is not considered necessary that the school be fenced, or metal bars put on the doors (which would be a fire safety hazard too). Construction of the COH originally began in 2012, but the site was soon left abandoned, and in the time before the project was revived in 2015 some bricks and doors were stolen. It is believed that those thieves were opportunists who were aware of a derelict building and travelled to the site to take the building materials for their own projects, and that this will not be a problem when the building is occupied or the security guard is patrolling.

### **Extra-Curricular Usage of Facilities**

Students will learn to cultivate crops as they help to grow some of their own food in the vegetable garden, and they will engage in piggery, bee keeping and eggs farm. They will also have the opportunity to develop leadership skills on occasions when local villagers will be invited to participate in workshops at the school run by the students and staff. These workshops will focus on community development and will cover topics such as health & hygiene, sexual health education, gender equality, human rights, the process of mental decolonisation, and entrepreneurship.

When the sports ground has been completed, local young people will be invited to participate in friendly tournaments at COH; the space may also be used to stage plays or other productions or cultural events that will be open to members of the local community.

### **5. Longer Term (2-5 years+)**

As funds surplus to the basic running costs of the centre programme become available, several further developments to the centre facilities and education programme will be made. The order of implementation of these further projects



will be decided according to the needs and desires of the existing students and staff, and evaluated by the governing body ANCO & CC during the first two years of operation.

### **Vocational Courses**

Students will be offered a variety of vocational courses such as tailoring, metalwork, carpentry, or catering, for example. The courses offered will depend on the wishes of the students, the availability of skilled teachers, and costs of materials. A mutually beneficial apprenticeship programme may be arranged to match COH students with local tradespeople.

Further into the future, it may be ideal to construct a workshop specifically suited to one or more of the most successful vocational training courses.

### **Enterprise Schooling**

Students at COH will have the opportunity to develop business management skills with a school enterprise programme. They will conduct their own market research, produce a business plan, and implement it, guided by the COH staff. Their school enterprise will provide a service to the community and a supplementary income for the school. Some examples of successful school enterprise projects in Tanzania are pig farming, egg farming and bee-keeping.

### **Community Development**

The trial workshops organised in the first two years will become more regular features of the school programme, and guest speakers will be invited to work alongside the students to deliver the sessions. An increased number of people will engage with the topics and COH will measure their reception by attendees and their success in bringing about positive changes in the community.

### **A New Curriculum**

Many problems have been identified with the government's non-formal education programme regarding its content. At some stage, the governing body will consider together new options for the curriculum at COH, including for example the introduction of a secondary school syllabus (Tanzanian, or combined with British courses), a revised version of the current non-formal programme, or an entirely new curriculum devised by teachers at the school and other experts.

Depending on the curriculum decided upon, COH will need to apply to the ministry of education, science and technology for specific school accreditation.

### **Increased Capacity**

Each of the rooms in the present dormitory building has the capacity to sleep six. When the resources become available, it will be possible to increase the number of students to 48 (maintaining the 50-50 ratio of girls and boys) by adding a bunk bed to each room, with additional teaching staff and a cook/matron's assistant as required as well. Further expansion beyond 48 students will necessitate the construction of more



dormitory and classroom facilities, and this stage is not expected to commence within five years at the very least.

### **Staff House**

As COH is located out of town, it will be beneficial to both the running of the school and the teaching staff themselves for some teachers to live on site, where they would be able to support the matron to some extent. This would also enable AOS to attract more experienced teaching staff, with provided accommodation and meals supplementing the salary.

### **Bricked Kitchen/Dining Hall**

The kitchen/canteen to service COH in the first few years is to be a simple semi-permanent structure; in the longer term, it is the intention that a brick-built building will be constructed. Obadiah presented preliminary drawings for this structure in October 2015, but of course the actual building's dimensions will depend on evaluation at the time of construction (i.e. the current capacity and growth rate of the school).

### **Surfaced Sports Ground**

The sports ground will have been cleared previously, but proper levelling and a laid surface will be an improvement on the quality of the facility to be considered when funds become available.

### **Water Reservoir**

With increased capacity of the school will come increased demands for water. A larger, concrete water reservoir will be considered as an alternative to increasing the number of plastic water tanks (a cheaper option) when COH requires a larger water supply.

### **Solar Power System & Technology**

At some stage it will be beneficial to install more solar panelling and electricity connection. Firstly, this will facilitate electric lighting installations across the whole site, improving security at night as well as productivity. Secondly, the electricity supply will enable the usage of more advanced technology in the classroom, expanding resources available to teachers and students and therefore also the quality of teaching. With its own computer, printer, and photocopier, COH will be able to better equip its students with learning materials, while reducing long-term printing costs. An overhead projector is proposed as another helpful teaching aid.

While justifiably advantageous for education, the electricity & technology project will be one of the most expensive aspects of COH and will therefore be implemented only when other needs have been met and the governing body considers the benefits to outweigh the costs.

### **Library/ IT Lab**

Initially, some space inside the office or classrooms will be ample for storing reading books, but further down the line it may become desirable to build a room dedicated for



the purpose. This space could eventually also house a number of computers for use by students.

**Transport**

At some point, it may become worthwhile to invest in some reliable form of transport more advanced than a bicycle.